



THE PORTSMOUTH GRAMMAR SCHOOL

PGS JOB DESCRIPTION – HIGHER LEVEL TEACHING ASSISTANT (LEARNING SUPPORT)

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Summary of the role

The Portsmouth Grammar School is a leading co-educational school located in the historic heart of Portsmouth. We are very much a family school known for excellent teaching, superb pastoral care and wide-ranging co-curricular opportunities and offer an education across the age range from Pre-School to Sixth Form.

We are looking for a well-qualified Higher Level Teaching Assistant to assess and support pupils across the Junior and Senior School at PGS from March or April 2025. Reporting to the Head of Learning Support (SENCO), the role holder will help remove barriers to academic progress and provide individually tailored learning and personal support to an agreed cohort of pupils. They will work on a one-to-one basis with a caseload of pupils, referred by the Head of Learning Support, and provide additional support for pupils in danger of not fulfilling their potential, in a manner that complements the existing academic and pastoral support structures in place.

We welcome applications from candidates who can offer substantial experience working in a school or educational setting, particularly in supporting children in the classroom. This could include prior experience as a teaching assistant or in a similar educational role.

Candidates should offer relevant qualifications as follows:

Essential

A good standard of education with GCSE English and Mathematics at Grade C/Grade 4 or above

Desirable

Level 4 Certificate in Higher Level Teaching Assistant

Level 4 Award in Supporting Teaching and Learning

Level 4 Diploma in Supporting Teaching and Learning in Schools

HLTA status gained through assessment of an evidence-based portfolio and classroom observations

PGCE or QTS

In addition, where necessary the successful candidate will be able to demonstrate and evidence a willingness to work towards accreditation as an HLTA and will be able to show evidence of their ability to work within the competencies as set out in the HLTA Standards framework in the HLTA National Assessment Partnership.

Learning Support is a well-established and integral part of the school, based in a newly refurbished and well-appointed suite of offices and flexible teaching spaces. Teaching and HLTA support within the department aims to build upon all pupils' neurodiverse strengths and develop their independent learning skills. Pupils may be seen one-to-one or in small groups for variable lengths of time or numbers of sessions, and these are usually arranged on a half-termly rotational basis. The focus of the support for individual pupils is dependent on their needs but could encompass: literacy; numeracy; study skills; revision techniques; and curriculum support. Particular assistance is provided for those pupils with a specific additional educational need or difficulty (including, but not limited to, dyslexia, dyspraxia, attention difficulties and hearing or visual impairments in some form) but, beyond that, a range of support can be offered for any pupil in the school who is identified as benefitting from working with the department. Underpinning effective support is the early identification of pupils' strengths and weaknesses through a comprehensive group screening procedure for all new entrants to the school, followed by further individual testing, where necessary.

PGS is an all-through school from ages 2½ to 18 and this role will involve opportunities for work, and personal and professional career development, across all key stages and sectors of the school. The Learning Support Department is line managed by the Deputy Head (Teaching and Learning).

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| | <p>This post is a permanent, full-time, term time only role, to include attendance at all Professional Development (INSET) days in the school calendar. The hours of work will be 37.5 per week, Monday to Friday 8.30am to 4.30pm, or Monday to Friday 8.00am to 4.00pm (to suit the successful candidate) with an unpaid 30 minutes for lunch.</p> <p>How to apply:</p> <p>Candidates are asked to apply using the online form linked to our advert on www.tes.com</p> <p>Any enquires about the role or how to apply are welcome at recruitment@pgs.org.uk</p> <p>The closing date is midday on Tuesday 4th February 2025 and interviews will be scheduled to take place on the school site in the week commencing 10th February, with interviews likely to be held on Tuesday 11th February 2025.</p> |
| <p>Line management responsibility for</p> | <p>This role has no specific line management responsibility.</p> |
| <p>Main duties and responsibilities</p> | <ul style="list-style-type: none"> • Supervise and support pupils, ensuring their safety and access to learning and respond appropriately to meet individual needs. • Work with the Head of Learning Support to determine the needs of pupils and support them in ensuring that the curriculum is accessible. • Be aware of support differences and plan appropriate learning activities. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning. • Deliver individualised learning support via 1:1 and small group sessions. • Train pupils in the use of assistive technology, both through general education technology platforms (e.g. Microsoft Teams and Google Classroom) and specialised software (e.g. ClaroRead and Dragon Dictate). • To assist, plan and deliver the numeracy, phonics and literacy intervention curriculum to pupils at wave two and wave three of the Learning Support Department's protocol. • Encourage and support pupils to understand task instructions, and undertake additional literacy and numeracy tasks, as directed. • Plan activities that foster independence, promote social interaction and enable pupils to act as independently as appropriate for the age range of pupils. |

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| | <ul style="list-style-type: none"> • To assist in the development of the appropriate resources, schemes of work, marking and teaching strategies to deliver lessons / interventions. • To apply the School’s behaviour management systems so that effective learning can take place. • To mark, grade and give written, verbal and diagnostic feedback as required. • To provide in-class support within academic lessons outside of the Learning Support Department. <ul style="list-style-type: none"> ○ Liaise with the relevant subject teachers to support named pupils within the class. ○ Work collaboratively with the subject teacher to ensure the correct support / curriculum access is in place for pupil(s). ○ Work collaboratively with the subject teacher to manage the behaviour of the pupils. • Be aware of pupil needs, progress and achievement, and report to the Head of Learning Support as agreed. • Undertake detailed pupil record keeping as requested. • Prepare and maintain resources and equipment as directed by the Head of Learning Support and assist pupils in their use. • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. • Take part in annual reviews of plans relating to pupil needs (e.g. ECHP / Pupil Profile / learning targets). • Gather and report information from/to parents as directed by department policies and the Head of Learning Support. • Establish good relationships with pupils, acting as a role model and setting high expectations. • Encourage pupils to interact with others and engage in activities led by the teacher, whether in Learning Support lessons or the department’s wider programme. • Support the need to create an inclusive learning environment for all pupils, with a specific focus on those with additional educational needs. |
| <p>Safeguarding responsibilities</p> | <ul style="list-style-type: none"> • The role is based on the school site in the Senior School and requires daily contact with pupils and therefore involves regulated activity with children. • It is a requirement of the role to attend Professional Development Days as required by the line manager and to attend other essential staff training sessions throughout the year, as required by the Head or Bursar. |

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| Benefits | <p>The Portsmouth Grammar School prides itself on being a caring employer and all staff are encouraged to discuss any aspects of their terms and conditions of employment initially with their line manager and, as necessary, with the Bursar.</p> <p>The school is a strong supporter of Continuing Professional Development (CPD) and support staff wishing to undertake appropriate professional training can apply for financial support towards any associated costs.</p> <p>The annual pro-rata salary for this post will be in the range £20,818 to £24,157, depending upon the qualifications and experience of the successful candidate. The pro-rata salary is calculated based on the full-time equivalent salary range of £26,863 to £31,171 and includes contracted term times and holiday pay.</p> <p>The school will auto-enrol eligible support staff into the NEST pension scheme and also offers an alternative pension scheme with Aviva whereby if the employee contributes 6.5% of salary the school will contribute 8.5%. We also have a non-contributory death-in-service policy.</p> <p>Additional benefits include the provision of a free two-course lunch during school term times, and free use of the school's Sports facilities which include a well-equipped Fitness Centre. The school is also an approved operator of the Cycle to Work Scheme.</p> <p>The school is always looking for innovative ways to improve the working conditions and remuneration of its employees and welcomes suggestions from all staff.</p> <p>All conditions of employment will be detailed to the successful candidate in a separate contract issued by the Bursary.</p> |
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Person specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

| | Essential | Desirable | Method of assessment |
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| | These are qualities without which the Applicant could not be appointed | These are extra qualities which can be used to choose between applicants who meet all of the essential criteria | |

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| <p>Qualifications</p> | <p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • A good standard of education, with excellent spoken and written English • GCSE English and Maths at Grade C/Grade 4 or above or equivalent • Willingness to work towards qualifications for the formal assessment of pupils with AEN and access arrangement requirements • the ability to demonstrate/evidence the competencies set out in the HLTA Standards framework in the HLTA National Assessment Partnership, and where necessary a willingness to work towards qualification and / or accreditation | <p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • GCSE Science(s) at Grade C/Grade 4 or above • Level 4 Certificate in Higher Level Teaching Assistant • Level 4 Award in Supporting Teaching and Learning • Level 4 Diploma in Supporting Teaching and Learning in Schools • HLTA status gained through assessment of an evidence-based portfolio and classroom observations • PGCE or QTS | <p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications if necessary</p> |
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| <p>Experience</p> | <p><i>The categories of work or organisations, types of achievements and activities required by the Applicant that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • Ability to demonstrate commitment to pupil success and achievement • Substantial experience working in a school or educational setting, particularly in supporting children in the classroom. This could include prior experience as a teaching assistant or in a similar educational role. | <p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> | <p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p> |
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| Skills | <p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • An interest in education provision for pupils with AEN • An ability to build rapport and professional working relationships with children and colleagues • A team player with a positive, cheerful attitude and a willingness to become involved in the life of the school and engage with a wide variety of people | <p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> | <p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p> |
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| Knowledge | <p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Knowledge of current issues in education and the teaching and learning of pupils with AEN • Knowledge of the competencies set out in the HLTA Standards framework in the HLTA National Assessment Partnership • Knowledge of how to support pupils in accessing the curriculum in accordance with the SEND Code of Practice • A willingness to develop knowledge and understanding of legislation relating to current guidance in Keeping Children Safe in Education and other guidance issued by the Department for Education and ISSR • A willingness to develop knowledge and understanding of GDPR legislation | <p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> | <p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p> |
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| | <ul style="list-style-type: none">• A willingness to undertake all training required by the school including safeguarding training | | |
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| <p>Personal competencies, qualities, attitude and behaviours</p> | <p><i>The personal qualities, attitude and behaviours that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> • A commitment to CPD • Self-motivated with the ability to work independently and demonstrate initiative • motivation to work in a setting with children and young people and of participating fully in the life of the school, including attending the school for out-of-hours events at evenings and weekends • ability to form and maintain appropriate relationships and personal boundaries with children and young people • ability to work collaboratively across departments and support functions | <p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> | <p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p> |
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| | <ul style="list-style-type: none">• willingness to support the aims and ethos of the school• discretion and the ability to maintain confidentiality• willingness to keep fully informed about the work of the school• willingness to engage in continuous improvement to processes to apply best practice | | |
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